Bill and Melinda Gates Foundation Proposal for California

June 13, 2001

Executive Summary

California currently provides an extensive array of professional learning opportunities for educational administrators. These opportunities include, among many others: Principals' and Superintendents' Academies; intensive summer administrator academies; administrator training, including leadership training; and numerous leadership development courses and seminars offered through public agencies and universities, and private associations.

Despite the rich array of professional development opportunities for leadership development, technology integration for superintendents and principals in the state has not been addressed in a comprehensive, cohesive, or systemic manner. With pending legislative initiatives and state leadership, California is primed to develop such a system of professional development for its school and district leaders. To support that effort, the Office of the Secretary of Education (OSE) along with a number of partners across the state, is proposing to develop leadership with technology training components, to train existing service providers in their use, and to provide a rich array of incentives and ongoing support specifically aligned to five core themes (outlined in current legislation, AB 75):

1. School financial and personnel management
2. Core academic standards
3. Curriculum frameworks and instructional materials aligned to the state academic standards
4. The use of pupil assessment instruments, including specific ways of mastering the use of assessment data from the Standardized Testing and Reporting program to guide student and school improvement
5. Instructional leadership and management strategies in the use of instructional and administrative technologies to improve pupil and school performance

Through AB 75 (http://www.leginfo.ca.gov/), California demonstrates its commitment to addressing the training needs of both principals and vice-principals, as vice-principals typically serve as the next cadre of principals. It is vital that these administrators, as well as most of the state's superintendents, receive training in the academic content standards, curriculum frameworks, and the use of technology for data-driven decision making to improve student performance. State funds will extend foundation funding to include vice-principals in the proposed leadership activities for superintendents and principals (i.e., AB 75 will provide additional support for Principal Training Institutes to train all public school principals, and direct support for vice-principal training within the next three years). California will ensure that private school administrators will have access to the programs offered by the proposed provider network.

The ultimate goal of this proposal is to sustainably integrate leadership with technology training components into the existing leadership development offerings of all the participating organizations, thereby training eighty percent of all existing superintendents, and with AB 75, all principals in the state. Gates funding will assist in leveraging the power and reach of California's well-developed network of leadership development resources and expertise to sustain this training to new administrators on into the future.

Goal

California's goal is to develop a comprehensive training program for school site administrators that encompasses the state academic content standards, curriculum frameworks, effective use of instructional technologies, efficient administrative operations, data-driven decision-making to improve student performance, and the use of technology to support the delivery and assessment of this leadership development effort.

The goal of this initiative will be to assure effective implementation of technology benefiting California's school children by providing an opportunity for 80% of the state's superintendents, and all principals in public and private schools, to access high quality leadership development focused on the effective integration of technology in California's K-12 system. This will be accomplished by:

1. Providing access to quality leadership development opportunities
2. Focusing on whole systems improvement with technology as a catalyst for change
3. Creating high-performance technology-infused learning environments aimed at increasing student achievement
4. Adopting a data-driven decision-making model as an on-going assessment/action/reassessment model
5. Improving the use of technology as a management and reform tool
6. Evaluating effectiveness of teachers in integrating technology in the classroom to promote student learning

Context

The first order of business of the Davis Administration was school reform. Now almost three years later, the Governor's commitment to education remains a driving force. Under his leadership, California has invested more in its schools and its students - and demanded more in return. In his first two years, K-12 funding has increased $7.1 billion, or 20 percent. Per-pupil spending has grown to $6,801, an 18-percent increase. At the same time, schools have been held accountable for improvement. The California State Board of Education adopted core academic content standards in four curricular areas for kindergarten through grade 12: English-language arts, mathematics, history-social science, and science (http://www.cde.ca.gov/board/). The core content standards are the basis for the subject matter frameworks, the adoption of K-8 instructional materials, and the standards-aligned tests in California's student performance assessment system. Now in its fourth year, the STAR assessment program requires all students in grades 2 through 11 to be tested each spring in English using a nationally-normed test of basic academic skills (http://star.cde.ca.gov/).

Last year, 70 percent of all schools met growth targets of five percent or more on standardized tests. Nearly 40 percent of all lower performing schools achieved 10 percent growth. Governor Davis has challenged our schools. And our schools have risen to the challenge.

However, school leadership in a high-stakes, standards-based educational system is complex. Even more challenging is the fast pace of technological growth and change. Fortunately, there are a large array of organizations already meeting the challenge of providing leadership development opportunities for school leaders; and it is these organizations that make-up the collaborative partnership network for this proposal in California (see Partners).

We need to help bridge the professional development of school leadership and technology and bring quality as well as coherence to these multiple efforts. This is also important for pre-service administrator preparation. We need to assure that all training offered is in alignment with our standards for administrators, the California Standards for the Teaching Profession, and the K-12 academic content standards, so that our administrators are trained and qualified to be instructional and operational leaders. We need to think about additional ways to support school superintendents, particularly those who assume their positions without a credential. We also need to bring a consistent and constant focus throughout all of this training on the unique needs of the hard-to-staff, urban, and low-performing schools. Finally, we need to rethink our support system for those administrators who are no longer new to the job, but who struggle daily with difficult and challenging assignments, particularly in our low-performing schools.

California's goal is to develop a comprehensive training program integrated with technology for schoolsite administrators that encompasses the state academic content standards and curriculum frameworks, uses technology as a component to improve pupil performance through data-driven decision-making, and demonstrates the effective use of technology by delivering and supporting the training efforts with technology.

Need

California needs to integrate the role of technology in its leadership development components and continue to build a comprehensive leadership development system that meets our state's educational goals while providing a strong evaluative factor to ensure each component uses leading practices and has the flexibility to meet the needs of each administrator. The state has designed a professional development network around the effective use of technology for beginning and veteran teachers[1]. To date, however, efforts to establish a professional development system for superintendents and principals that integrates the role technology can play in leadership and school improvement have not yet been developed in a comprehensive way. This poses a significant challenge for the state, given its heavy commitment to creating a powerful educational technology infrastructure.

Framework and Existing Components

The approach to leadership development in this proposal is organized according to the CEO Forum Organizing Principles and the STaR Charts. Founded in 1996, the CEO Forum on Education and Technology is a unique four-year partnership between business and education leaders who are committed to assessing and monitoring progress toward integrating technology in American schools. The CEO Forum's work has centered on ensuring that the nation's students achieve higher academic standards and are equipped with the skills they need to be contributing citizens and productive workers in the 21st century. The CEO Organizing Principles are:

[1] California Technology Assistance Project (CTAP) is a statewide educational technology leadership initiative, providing assistance to schools and districts in integrating technology into teaching and learning (http://www.ctap.k12.ca.us/).

- All students must graduate with technology skills needed in today's world and tomorrow's work place.
- All educators must be equipped to use technology as a tool to achieve high academic standards.
- All parents and community members must stay informed of key education technology decisions confronting policymakers, administrators, and educators.
- All students must have equitable access to education technology.
- The nations must invest in education technology research and development.

The CEO Forum has published three STaR Charts, self-assessment tools that may be used to gauge progress toward integrating technology to improve education. The first STaR Assessment focused on school technology readiness, the second one on teacher preparation, and the third on readiness for digital learning. The organizers for these assessments are listed below for each STaR Chart:

School Technology Readiness	Teacher Preparation	Readiness for Digital Learning
Hardware Connectivity Content Professional Development	Leadership Infrastructure Curriculum	Hardware and Connectivity Professional Development Digital Content

The common elements between these three assessment tools that apply to school administrators are:

Hardware and Connectivity
Curriculum Content
Professional Development
Leadership

Each of these areas will be addressed in the training components provided to administrators through a network of partner organizations (see Partners). These training components will build upon the foundational work California has started in constructing a system to assess, promote and sustain effective use of technology in education to improve teaching, learning, and school administration. The leadership development components will be anchored in the State Academic Content Standards and the need for data-driven decisions based upon how California's students and schools are progressing toward meeting these standards. The training will utilize the existing State Board-approved statewide education technology services and will leverage these services in building administrators' capacity to support the effective use of technology in their districts and schools (see Appendix A for a list of these services).

As the framework suggests, participants and their staff will be asked to respond to a series of assessments such as the required TAGLIT survey and the CTAP[2] on-line, self-assessment tool that allows educators to determine their level of technology proficiency - Introductory, Intermediate, or Proficient[2]. An additional assessment will be based on Technology Standards for School Administrators[3] (TSSA Collaborative) which is undertaking a year-long project to facilitate a national consensus and to document what school administrators should know about and be able to do to lead effective implementation of technology in K - 12 education. This information will be used to help shape the specific curricula, levels of technology skills instruction needed, and training component activities.

Throughout the process, participants will be supported through on-line learning opportunities, discussion groups, web resources, and in-person or on-line mentorships as needed. This will be accomplished through the cooperation of project partners including such groups as TICAL, CSLA, WestEd, ACSA and private industry providers.

The theoretical foundation of the curricula around technology integration will be the CEO Forum's StaR Chart and will be supplemented with a continuous improvement/total quality approach like the Baldridge model. In addition, the Authentic Task Approach, where real problems are worked on by the stakeholders that can solve the issues, will be a core component of many of the applied training component activities. Together, these frameworks will serve as the underpinnings of the training.

[2] http://ctap2.iassessment.org/ 2001.
[3] http://cnets.iste.org/tssa/, 2001

Adult Learning Theory

According to significant research on adult learning, creating meaningful learning opportunities requires: identifying content that is important, providing self-directed learning opportunities, providing mental models and resources, promoting problem-centered and contextual learning opportunities, and inspiring personal growth experiences. Effective professional development opportunities also embody similar principles and require that they be results-driven, job-embedded, curriculum-centered, standards-based, delivered over-time, sustained, rigorous and cumulative. Based on this knowledge, this proposal seeks to create professional development components that adhere to these principles to ensure meaningful participation and maximum learning[4].

By incorporating a common set of individual assessments of administrators' knowledge and abilities in the use of technology to support leadership activities, there will be a unified and highly personalized approach to development. Working on real problems in the Authentic Task Approach will provide relevance and motivation to the training activities. Providing a wide variety of opportunities from a network of leadership development providers will offer opportunities for continuous improvement and learning over time. A strong focus on standards, both content and administrative, across all programs will also ensure a focus on common results, and the use of research to guide both the assessments and training methods will support leadership development efforts grounded in leading practice.

Why Technology?

Over the past few years, schools have spent a great deal of money to install computers and related technology in classrooms and administrative offices with mixed results. Research shows that drill and practice activities have been a common use for computers and that much of the emphasis has been on how much time students spend using computers. Research on the correlation between technology and increased test scores (specifically in mathematics) shows that it's not the amount of time students spend using computers that counts. Instead, it's how the computers are used that makes a difference. A recent study shows that inappropriate use of computers in classrooms can have a detrimental effect on student achievement. Using computers for drill and practice only will achieve no increase in student achievement. Lessons that allow students to practice higher order thinking skills will help increase student achievement. A report on some of the latest research can be found on the Education Week web site at www.edweek.org/sreports/tc98/ets/ets-n.htm.

Similarly, administrative use of student, financial and human resource data as a basis for making educational decisions is at an early stage of development. Many data collection systems are still paper-based or mixed paper and computer, and though there is a concerted effort to establish comparable student data standards (by the California School Information Services – CSIS – project, www.csis.org) the realization of this effort is a number of years away and the integration of all educational and school data is even further out. Much can be done at the school and district level however in using existing data in student information systems and information in other educational databases to begin basing more of our educational decisions on real data, and the application of technology here will yield increasing benefits as these systems mature.

Attendance Incentive

Quite often, even when there is a great need to take time to strengthen skills or develop new ones, the everyday demands placed on district and school leaders makes finding the time to develop such skills challenging. To be responsive to that reality, this proposal offers attendance incentives that include:

- Working on "real" problems
- Individualized professional technology training
- The establishment of a support system for administrators
- Work with experts and advisors that provide on-going support
- Quality training curriculum taught by approved trainers
- An attractive environment to focus on the work at hand
- A collegial setting
- Chance to lead improvement in instruction through the use of technology
- Subsidized tuition to the institutes
- Opportunities to obtain state-of-the art technology and to receive training in the use of the technology
- Professional Development credits or university academic credit as applicable

[4] Knowles, Malcolm. The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development, 2000.

Technology Use

Using and exposing participants to the most current and relevant technology is an important objective that will be achieved by modeling technology use. Training programs will use the most current technology, where appropriate, and will expose participants to promising technology tools, practices and applications. Participants will also be able to practice with and ask questions about the technology that is used in small groups guided by expert users. It is important to note that during the assessment period participants that identify computer skills as an area of need will be able to receive fundamental training on computer use in addition to training on the technology tools introduced during the workshops.

Key Personnel and Presenters

The goal of this project is to provide education leaders with the skills and knowledge needed to effectively integrate the use of technology into teaching, learning and school management. FCMAT (Fiscal Crisis *and* Management Assistance Team) will manage the project. However, the process and organization plan will be based upon a team concept instead of the traditional single program director.

The Management Team will be provided by FCMAT and will include Thomas Henry, Chief Executive Officer of FCMAT, who will provide project management and coordinate budget and finance matters, as well as maintain a statewide database to track participation in the leadership trainings. The Office of the Secretary for Education and the State Board of Education will coordinate development of curricula, instruction and activities, approval of materials, and approval of service providers. California currently has multiple training providers. Curricula and training components are made available to providers. It is the responsibility of the providers to develop specific training programs that will meet the requirements of the curricula and training components. The Office of the Secretary for Education and the Advisory Committee will have the task of building partnerships with business and industry and will work on sustainability issues. These managers will also serve as institute presenters when appropriate. All team members will work in public relations and will work with the Advisory Committee and partners as needed.

Advisory Committee

The Stakeholders Advisory Committee will consist of representatives from all the partners (see Partners) as well as other stakeholders identified by the Advisory Committee, as appropriate. The Secretary for Education will serve as Chair of the Stakeholders Advisory Committee. The primary responsibilities of the Advisory Committee will be to oversee the development of the training components and the successful integration of these components into existing programs. The State Board of Education will grant final approval of the training components and ensure their alignment with criteria developed for AB 75. The Advisory Committee will also oversee the formative and summative evaluations, make recommendations for changes throughout the three-year timeline of the grant, and develop a sustainability plan to continue the work after the grant period.

Sustainability Plan

As part of the activities supporting the work of the grant, the Stakeholders Advisory Committee will design a plan for continued support and development of leadership in the area of technology use and integration. State and federal resources in addition to other contributions will support the committee.

Project Timeline

Year One		***Year Two***	***Year Three***
8/01-11/01	Develop training components with support of collaborative partners	2500 additional principals and 250-500 superintendents trained through providers network	2500 additional principals and remainder of superintendents trained through providers network
12/01	Providers integrate components; Providers are approved		
1/02	Training begins; On-going assessment		

2/02-6/02	Revise curricula based-on feedback 2500 principals trained through providers network		

Projected Participation

The projected totals reflect eighty percent of California's superintendents and all principals, including charter schools, and the opportunity for private schools to participate in the three years of the grant period. Districtwide participation will be encouraged, particularly for certain activities in the training components that are based on the Authentic Task Approach which underscore the need to work collaboratively with colleagues to implement systemic change. Rates of participation of private school administrators is not projected at this time.

Year	***Superintendents***	***Principals***
2001		***2500***
2002	***250-500***	***2500***
2003	***500-750***	***2500***

Partners

To successfully create and maintain professional development activities that resemble best practice, it is important to draw upon research as well as the talent and expertise of a various state and local organizations. Through this project, partnerships will be strengthened and supported with key organizations in the state.

Governor's Office of the Secretary for Education ***http://www.ose.ca.gov*** *The Office of the Secretary for Education is responsible for advising and making policy recommendations to the Governor on education issues. The Office of the Secretary for Education is represented on multiple commissions, including the Advisory Commission on Special Education, the California Children and Families Commission. The Office of the Secretary for Education also administers multiple programs and participates with public and private entities in all aspects of education policy.*

Association of California School Administrators http://www.acsa.org/ ACSA's professional learning activities are vast and directed towards their membership, which includes, but is not limited to, the superintendents and principals of California's schools. ACSA's philosophy for professional development is to create and maintain whatever delivery system and content that their membership requires. Hence, ACSA has created a great variety of professional learning opportunities, which include traditional workshops, an annual conference, residential institutes, retreats, coaching, and ongoing support networks. These opportunities are aligned with the California Professional Standards for School Educational Leaders, the California Content Standards, and the ISTE Draft Technology Standards for School Administrators. ACSA Academies have been approved for Tier 2 credit by the Commission on Teacher Credentialing. The Educational Service Department of ACSA has the capacity, commitment and will to create and support a professional learning product that meets the different learning needs, from novice to veteran, of school leaders as ACSA delivers quality information that school and district administrators will put to use. ***(See Appendix B for Capacity Analysis)***

California Business for Education Excellence http://www.cbee.net/ was created by major California businesses and business organizations to restore excellence to California education. We recognize that a quality public education system is the cornerstone of a sound society and a dynamic economy. The vitality of our economy depends on an educated workforce—workers with basic skills who can think critically and find creative approaches to solving problems. Those skills are as important to sustaining a civil society as they are to the economic viability of our businesses and our state.

California County Offices of Education www.ccsesa.org The California County Superintendents Educational Services Association (CCSESA) is comprised of the 58 county superintendents and county offices of education in the state. County offices provide direct services to students (such as special education and community/ court schools) as well as curriculum and instructional services, professional development, business and administrative sevices, credentialing, and other support services to the districts and schools in each county. The county offices have organized themselves into eleven regions to provide efficient and timely support for schools, ranging from technology to purchasing. Program assistance is frequently provided in collaboration with the State Dept of Education, the Office of the Secretary of Education, and other state and regional agencies.

California School Boards Association http://www.csba.org The California School Boards Association represents nearly 1,000 school districts and county offices of education statewide. CSBA is a member-driven organization whose purpose is to support the governance team - school board members, superintendents and senior administrative staff - in their complex leadership roles. CSBA is actively involved in developing, communicating and advocating the perspective of California school districts and county offices of education. CSBA provides educational opportunities for board members and administrators on critical issues. Continuing professional development is essential to help school leaders serve effectively. Through local, regional and statewide workshops and conferences, CSBA provides governance teams opportunities to enhance skills, expand knowledge, exchange ideas and discuss important issues with other trustees.

California School Leadership Academy http:www.csla.org will apply its 15 years expertise on working with superintendents and principals in the area of leadership development and data driven decision-making, the Regional Technology Education Center will provide its expertise on technology integration and technology models. Additional WestEd staff will be drawn upon to facilitate workshops, serve as resources, and presenters.

California State University http://www.calstate.edu The California State University is a 23-campus, statewide system of comprehensive and polytechnic universities and the California Maritime Academy. The CSU awards bachelor's and master's degrees in more than 200 subject areas, employs 40,000 faculty and staff, and serves some 370,000 students. Educator preparation is the CSU's primary function and mission. Leadership in K-12 curriculum and instruction as well as school financial and personnel management is integral to the 19 programs of administrator preparation that are sponsored by CSU campuses, and that prepare 51 percent of the State's new school administrators. Additionally, CSU has formed a strong partnership with the Association of California School Administrators for collaborative development and implementation of administrator preparation and induction programs in California. ***(See Appendix B for Capacity Analysis)***

California Technology Assistance Project http://www.ctap.k12.ca.us/ is a statewide educational technology leadership initiative, providing assistance to schools and districts in integrating technology into teaching and learning.

California Commission on Teacher Credentialing http://www.ctc.ca.gov The California Commission on Teacher Credentialing develops technology standards for teacher preparation programs, and accredits teacher preparation programs based on these and other program standards to assure that all of California's teachers understand and can use technology appropriately in instruction. The Commission also administers a Teaching Tomorrow's Teachers to Use Technology federal grant that provides technology training to college and university teacher educators.

Corporation for Education Network Initiatives in California http://www.cenic.org/ represents the common interests of California's higher education academic and research communities in achieving robust, high capacity, next generation Internet communications services. CENIC's membership is drawn from California higher education institutions and information technology industries. It is highly accountable to the institutions it serves in order to fulfill the trust that will be placed with it. Information technology has become an integral part of the nation's higher education and research programs and is of increasing importance in the K-12 curricula. Technology leaders in California's higher education community joined together to form a consortium whose goal is to achieve cost-effective advanced communication services for all higher education and research institutions in California.

State Board of Education ***http://www.cde.ca.gov/board/*** The State Board, by statute, is the governing and policy-determining body of the California Department of Education. Statute also assigns the State Board a variety of other responsibilities, including adoption of regulations, adoption of curriculum frameworks and instructional resources for K-8, approval of state academic standards for content and pupil performance, and adoption of tests for the Statewide Testing and Reporting program and the High School Exit Exam. Ten of the State Board's 11 members are appointed

by the Governor to four-year, staggered terms, subject to confirmation by tow-thirds vote of the Senate within one year of appointment. The 11th member, also appointed by the Governor and subject to confirmation by two-thirds vote of the Senate, is a student in a California public high school who serves a one-year term. The State Superintendent of Public Instruction is the secretary and executive officer of the State Board.

California Department of Education http://www.cde.ca.gov The California Department of Education oversees and provides service to over 1,000 K-12 schools districts and charter schools in California. The Department serves a student population of over 6 million K-12 students and is committed to providing access to an extraordinary education for all students.

Technology Information Center for Administrative Leadership **http://www.protical.org** This service provides resources, professional development, and a web portal designed to help district and site administrators lead the effective use of technology to improve teaching, learning, and overall school management.

University of California http://ucop.edu/ Through its nine regional campuses, the University of California sponsors cutting-edge research on issues related to the effective uses of educational technology. In addition, the University offers a range of Master's, Doctoral and University Extension Programs designed to prepare and support aspiring, new and veteran school principals and district administrators. Many, if not all, of these programs emphasize the various uses of technology in facilitating high quality teaching and learning. ***(See Appendix B for Capacity Analysis)***

WestEd http://www.wested.org WestEd is committed to improving learning at all stages of life — from infancy to adulthood, both in school and out. It has a long history of working with schools and districts in the Southwest Region. It's existing federally-funded regional/national programs, such as the Regional Education Laboratory program, the Comprehensive Assistance Centers, the WestEd Eisenhower Regional Consortium for Math and Science, the Comprehensive School Reform Demonstration Project, and the Equity Assistance Center are all working toward helping schools institute reform efforts and raise their students' achievement levels. WestEd's staff of more than 400 have backgrounds in early childhood development, assessment, education technology, evaluation, curriculum, science, math, reading, special education, professional development, and youth development. They also bring hands-on experience in teaching, school administration, education policy, and social services.

Fiscal Crisis and Management Assistance Team http://www.fcmat.org The mission of the Fiscal Crisis and Management Assistance Team is to help California's local educational agencies fulfill their financial and management responsibilities by providing fiscal advice, management assistance, training and other related school business services. FCMAT operates from the office of the Kern County Superintendent of Schools under contract with the California Department of Education and the Governor's Office. FCMAT reports to a board of directors comprised of one county superintendent and one district superintendent from each of the state's 11 service regions. A representative of the California Department of Education also is on the board. FCMAT established a "library/ clearinghouse" of helpful information for school business operations, launching an electronic Bulletin Board System (FCMAT BBS) in 1994 and then a comprehensive website in 1995. FCMAT now coordinates statewide professional development efforts for school business officials.

Evaluation

A formative and summative evaluation will be developed by the State Department of Education, subject to review and approval by the State Board of Education. Evaluation of training programs for superintendents will either be included in the evaluation provided pursuant to AB 75, or the State Department of Education will contract out for an evaluation of training programs for superintendents.

Evaluation. The State Department of Education will assess the impact of each training using a content-specific survey, which will evaluate the quality of the delivery. The evaluations will assess the usefulness of the material covered, relevance of services to the work in the school/district and the training's impact on their district in relation to improved leadership, improved teaching, and improved learning, as well as the quality of the training provided.

External Evaluation. Using a continuous improvement model, a contracted outside evaluator will design and conduct the evaluation so as to assess the quality of the project implementation, provide feedback for improvement, and determine project impact. The evaluation will incorporate the TAGLIT pre/post survey; an analysis of which will be

submitted to the Gates Foundation. An annual evaluation report will be submitted to the project leadership and to the Gates Foundation. The evaluation design will measure the following goals:

Goal	Measurement
Improve pupil performance through school environments that are supportive of quality instruction and the use of technology to improve instruction and data-driven decision-making	Compare Academic Performance Index scores prior to administrator's participation in training with scores for the second year after training
Providing access to quality leadership development opportunities	Internal evaluation
Focusing on whole systems improvement	Leadership development component and pupil performance
Creating high-performance learning environments aimed at increasing student achievement	Academic Performance Index
Adopting a data-driven decision-making model as an on-going assessment	Leadership development component and revision of curricula
Improving the use of technology as a management and reform tool	TAGLIT
Evaluating effectiveness of teachers in integrating technology I the classroom to promote student learning	Teacher evaluations and the Academic Performance Index

Matching Funds

The matching funds will be provided by the state through various programs, including AB 75, CTAP, and TICAL.

Appendix A

State Board Approved Existing Educational Technology Services
These services include:

California Learning Resources Network (CLRN): This service reviews supplemental electronic learning resources for alignment with state academic content standards and other criteria adopted by the State Board of Education. Standards-aligned resources are listed on the CLRN web site and are searchable by various characteristics, including specific standards. The CLRN site also includes high quality standards-based online lesson plans that use the reviewed electronic learning resources. The goal of this service is to provide a comprehensive instructional delivery package that combines standards-aligned resources and standards-based lesson plans in a single, easy-to-use access point.

Education Data Partnership (Ed-Data): This service offers interactive access to data about all public schools in California. State, county, district and school profiles and reports are available, in addition to information relative to how California schools compare with others in the nation in enrollment growth, pupils enrolled per teacher, and expenditures per pupil. Another service offered is discussion and explanation of California school issues and policies.

California Statewide Master Agreements for Resources in Technology (C-SMART): This service negotiates discount prices on hardware, electronic learning resources, and devices such as digital cameras for California's local education agencies. Discounted prices are posted on the C-SMART web site.

Technical Support for Technology in Schools (TechSETS): This service is designed to provide support, resources, and access to professional development for technology support personnel in districts and schools.

The training will also address California Technology Assistance Project Technology Assessment Profile (CTAP2) service that was developed by the California Department of Education and the California Technology Assistance Project, in collaboration with the Commission on Teacher Credentialing. This service is an on-line, self-assessment tool that allows teachers to determine their level of technology proficiency. Based on the results of the assessment, teachers can view and select professional development opportunities that will advance their proficiency level. The system is fully consistent with the Commission on Teacher Credentialing's requirements for pre-service candidates in terms of what teacher preparation candidates need to know and be able to do with technology to obtain their credential. In addition, this assessment instrument is being used by all of the education technology professional development funded by the California State University System. The professional development for administrators provided as a result of the Gates Foundation funding will leverage the service provided by $CTAP^2$ so that administrators understand that this tool is available for teachers and that as administrators, they can use the system to monitor how the teachers at their site or in their district are collectively doing in terms of learning about technology. Administrators learn that they can use the system to promote the selection of professional development by teachers that best addresses both their current technology skills and the skills that they need to acquire to effectively use technology to promote student achievement. This service is consistent with the STaR Charts and their call for examining both where we currently are with respect to technology preparedness and how we move forward to accomplish the desired goals.

California's leadership in statewide technology services has developed invaluable resources that will be leveraged into the administrative leadership training. These services have advisory groups that represent all of the major stakeholders in California. The Association of California School Administrators, ACSA, is the largest professional organization of administrators in the United States, representing 16,000 administrators in California. ACSA has been active in their partnership with these projects and has members who sit on several of the advisory boards. Information in terms of how the statewide education technology services address the STaR Chart organizers are detailed below.

Hardware & Connectivity

TechSETS - Provides assistance for planning and installing technology infrastructures.

C-Smart - Provides California K-12 Districts negotiated or bid prices for hardware and connectivity related items. After TechSETS identifies products or services C-SMART will arrange prices by negotiation or bid.

TICAL - Tical's matrix aligns core knowledge needed by administrators for leadership in maintenance and operations with resources.

Curriculum & Content

C-Smart - After core curriculums are aligned by standards by CLRN, C-SMART will negotiate or bid items for California discount prices.

TICAL – TICAL's matrix will allow administrators to locate resources and related components needed in curriculum integration.

CLRN - Reviews electronic-learning resources against State Board-approved criteria that are aligned to academic standards. Provides standards-based, varied tech expertise, technology-integrated lesson plans that may be downloaded for classroom use.

Professional Development

TechSETS - Identify technology skills needed, along with appropriate professional development, arrayed in a user-friendly matrix.

C-Smart - After identification by CLRN, TechSETS and TICAL, C-SMART will negotiate or bid items for California discount prices.

TICAL – TICAL'S matrix allows administrators to align core knowledge in professional development with resources. TICAL's portal also has discussion areas and articles relating to professional development.

CTAP^2 - Provides links to specific teacher professional development sessions that are aligned with each teacher's current level of technology proficiency. This service helps teachers find professional development that is appropriate for their current proficiency level while also helping them improve their capacity to use technology to improve teaching and learning.

Leadership

TICAL - TICAL's portal is dedicated to skills that administrators need to know to show leadership. There are six major areas with resources and selected that align to these areas. The six areas are, Data-Driven Decision Making, Curriculum Integration, Financial Planning, Operations and Maintenance, Professional Development, and Technology Planning.

Appendix B

Capacity Analyses for the California State University, the University of California, and the Association of California School Administrators:

CSU appendix B: http://www.ose.ca.gov/gatesleadership/CSU.pdf

UC appendix B: http://www.ose.ca.gov/gatesleadership/UC.pdf

ACSA appendix B: http://www.ose.ca.gov/gatesleadership/ACSA.pdf